

Woodruff Elementary

915 Cross Anchor Highway
Woodruff, SC 29388

Grades	3-5 Elementary School	
Enrollment	697 Students	
Principal	John Cannon	864-476-3123
Superintendent	Dr. W. Rallie Liston	864-476-3186
Board Chair	Mr. Milton Smith	864-476-3186

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	57	32	1	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Good	N/A
2003	Good	Unsatisfactory	No
2004	Good	Below Average	No
2005	Average	Below Average	No

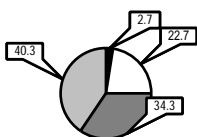
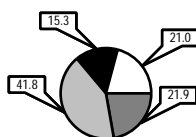
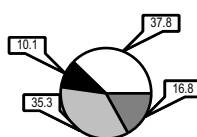
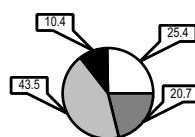
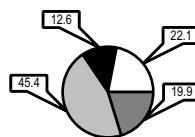
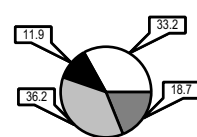
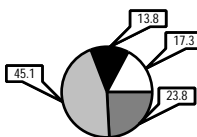
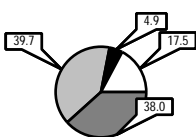
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

98.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	693	100.0	22.7	40.3	34.3	2.7	47.7	Yes	Yes
Gender									
Male	343	100.0	28.1	41.7	28.4	1.8	41.4		
Female	350	100.0	17.2	39.0	40.2	3.6	54.1		
Racial/Ethnic Group									
White	523	100.0	20.1	39.0	38.4	2.6	52.6	Yes	Yes
African American	141	100.0	30.2	46.0	20.9	2.9	30.9	Yes	Yes
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	26	100.0	33.3	33.3	29.2	4.2	45.8	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	616	100.0	17.2	41.6	38.2	3.1	53.0		
Disabled	77	100.0	65.3	30.7	4.0	0.0	6.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	693	100.0	22.7	40.3	34.3	2.7	47.7		
English Proficiency									
Limited English Proficient	11	100.0	72.7	9.1	18.2	0.0	18.2	I/S	I/S
Non-Limited English Proficient	682	100.0	21.8	40.9	34.6	2.8	48.2		
Socio-Economic Status									
Subsidized meals	386	100.0	30.7	40.8	26.8	1.6	37.3	Yes	Yes
Full-pay meals	307	100.0	12.8	39.7	43.4	4.0	60.6		

Mathematics – State Performance Objective = 36.7%									
All Students	693	100.0	21.0	41.8	21.9	15.3	54.4	Yes	Yes
Gender									
Male	343	100.0	22.1	38.7	22.1	17.2	55.3		
Female	350	100.0	19.9	45.0	21.8	13.3	53.5		
Racial/Ethnic Group									
White	523	100.0	18.7	39.0	24.5	17.9	60.8	Yes	Yes
African American	141	100.0	29.5	52.5	11.5	6.5	31.7	Yes	Yes
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	26	100.0	20.8	37.5	29.2	12.5	50.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	616	100.0	14.5	44.0	24.5	17.0	60.0		
Disabled	77	100.0	72.0	25.3	1.3	1.3	10.7	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	693	100.0	21.0	41.8	21.9	15.3	54.4		
English Proficiency									
Limited English Proficient	11	100.0	45.5	36.4	18.2	0.0	18.2	I/S	I/S
Non-Limited English Proficient	682	100.0	20.6	41.9	22.0	15.5	55.0		
Socio-Economic Status									
Subsidized meals	386	100.0	31.0	44.4	13.7	11.0	42.5	Yes	Yes
Full-pay meals	307	100.0	8.8	38.7	32.0	20.5	69.0		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	693	100.0	37.8	35.3	16.8	10.1	26.9
Gender							
Male	343	100.0	37.2	34.1	17.8	10.9	28.7
Female	350	100.0	38.4	36.6	15.7	9.4	25.1
Racial/Ethnic Group							
White	523	100.0	31.1	37.1	20.3	11.4	31.7
African American	141	100.0	59.7	28.8	6.5	5.0	11.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A
Hispanic	26	100.0	50.0	33.3	4.2	12.5	16.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	616	100.0	31.5	38.3	18.7	11.4	30.2
Disabled	77	100.0	86.7	12.0	1.3	0.0	1.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	693	100.0	37.8	35.3	16.8	10.1	26.9
English Proficiency							
Limited English Proficient	11	100.0	72.7	27.3	0.0	0.0	0.0
Non-Limited English Proficient	682	100.0	37.2	35.5	17.1	10.3	27.3
Socio-Economic Status							
Subsidized meals	386	100.0	52.1	31.0	11.8	5.2	17.0
Full-pay meals	307	100.0	20.2	40.7	22.9	16.2	39.1

Social Studies							
All Students	693	100.0	25.4	43.5	20.7	10.4	31.1
Gender							
Male	343	100.0	30.5	37.8	21.1	10.6	31.7
Female	350	100.0	20.2	49.2	20.2	10.3	30.5
Racial/Ethnic Group							
White	523	100.0	22.5	43.0	23.1	11.4	34.5
African American	141	100.0	34.5	44.6	14.4	6.5	20.9
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A
Hispanic	26	100.0	33.3	45.8	8.3	12.5	20.8
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	616	100.0	19.8	45.5	23.2	11.6	34.8
Disabled	77	100.0	69.3	28.0	1.3	1.3	2.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	693	100.0	25.4	43.5	20.7	10.4	31.1
English Proficiency							
Limited English Proficient	11	100.0	54.5	36.4	0.0	9.1	9.1
Non-Limited English Proficient	682	100.0	24.9	43.6	21.0	10.4	31.5
Socio-Economic Status							
Subsidized meals	386	100.0	35.1	43.3	13.7	7.9	21.6
Full-pay meals	307	100.0	13.5	43.8	29.3	13.5	42.8

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	237	100.0	18.7	31.5	39.6	10.2	49.8
	4	229	100.0	14.0	46.9	36.4	2.6	39.0
	5	241	99.6	22.8	53.6	21.5	2.1	23.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	238	100.0	22.9	31.3	41.4	4.4	45.8
	4	237	100.0	22.0	43.2	32.2	2.6	34.8
	5	218	100.0	23.1	47.1	28.8	1.0	29.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	237	100.0	18.7	53.6	20.4	7.2	27.7
	4	229	100.0	15.8	43.4	25.0	15.8	40.8
	5	241	99.6	20.7	46.8	19.4	13.1	32.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	238	100.0	21.6	55.1	19.8	3.5	23.3
	4	237	100.0	15.4	30.4	27.3	26.9	54.2
	5	218	100.0	26.4	39.9	18.3	15.4	33.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	238	100.0	36.1	37.9	19.4	6.6	26.0
	4	237	100.0	34.4	36.1	14.5	15.0	29.5
	5	218	100.0	43.3	31.7	16.3	8.7	25.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	238	100.0	16.7	44.5	26.0	12.8	38.8
	4	237	100.0	24.7	43.6	22.9	8.8	31.7
	5	218	100.0	35.6	42.3	12.5	9.6	22.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 697)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	1.0%	Down from 1.6%	2.9%	3.0%
Attendance rate	96.3%	Down from 96.6%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.6%	Down from 4.3%	3.5%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.9%	Down from 3.8%	2.9%	3.2%
Eligible for gifted and talented	7.3%	Up from 6.4%	17.0%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.9%	Up from 7.6%	8.3%	8.2%
Older than usual for grade	1.7%	Down from 2.1%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n= 41)				
Teachers with advanced degrees	65.9%	No change	53.3%	52.6%
Continuing contract teachers	80.5%	Down from 85.4%	84.4%	83.3%
Highly qualified teachers	92.1%	Down from 94.6%	93.9%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	91.6%	Up from 91.2%	88.2%	87.0%
Teacher attendance rate	95.3%	Up from 93.6%	95.0%	95.0%
Average teacher salary	\$44,939	Up 3.9%	\$42,025	\$41,703
Prof. development days/teacher	15.3 days	Up from 15.1 days	13.1 days	12.8 days
School				
Principal's years at school	30.0	Up from 29.0	5.0	4.0
Student-teacher ratio in core subjects	23.3 to 1	Down from 23.9 to 1	19.2 to 1	18.8 to 1
Prime instructional time	90.6%	Up from 89.0%	90.0%	89.8%
Dollars spent per pupil*	\$5,713	Up 11.8%	\$6,018	\$6,242
Percent of expenditures for teacher salaries*	58.6%	Up from 45.8%	67.1%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	95.2%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2004-2005 Woodruff Elementary School theme focused on our past, present, and future as a "Community of Learners." The year started with a study of the history of our community. Community members visited our school to tell the stories of Woodruff's past and serve as classroom readers. Every student conducted an interview with an older community member and presented a report on an aspect of Woodruff's history. Students also wrote letters to gather first hand knowledge of what was happening in the present-day global community. Many students received responses and photographs from soldiers serving in Iraq. Students set individual reading goals this year and kept a reading response journal. Everyone who met their quarterly goals attended reading celebrations.

WES students also set individual goals in math using "Measures of Academic Progress" (MAP) testing. MAP tests are administered three times each year in reading and math. MAP is a computerized assessment program containing questions based on the SC Standards.

The WES Science program hosted guest educators from the SC Watershed Commission, Carolina Produce Fair, and the Mining Van. All WES students designed mini-boards based on the scientific method. Fifth grade science students participated in Invention Convention and a 3-day trip to Barrier Island. A morning science program "Achievement Matters" began this year as the result of a grant award to a WES science teacher.

The Social Studies program was greatly enhanced by the addition of ETV Streamline video and the acquisition of more LCD projectors. Classroom teachers utilized the streamline video to bring historical events to life for students. Multiple copies of historical fiction were purchased with grant money obtained by a third grade teacher. This literature compliments the third grade social studies standards.

All students, faculty, and staff are engaged in an ongoing character education program with curriculum support from Primary Focus and the Seven Pillars of good character and the Chick-Fil-A Character Education program. Each morning everyone recites the WES Honor Pledge promising to respect one another, be trustworthy, fair, and be the best they can be. Next year's focus of our three-year long "Community of Learners" theme will be "Where Character Counts."

Teachers had many opportunities to communicate with parents this year as the WES PTO hosted 5 parent nights of learning. Other forms of parent communication include teacher web pages, classroom and school newsletters, agenda notes, and a weekly exchange of student work.

WES students continue to participate in after-school academic assistance classes, homework club, computer club, gifted music, chorus, band, and gifted art. Three after-school book clubs and an English as a Second Language class were added to our extended day program this year.

The faculty and staff completed the first year of a four-year No Child Left Behind Literacy Grant. Several teachers received SC International Reading Association Grants. Funds from these grants added literature from many genres and reading levels to classroom libraries.

John Cannon, Principal

Jotana Jones, School Improvement Committee Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	39	196	141
Percent satisfied with learning environment	92.3%	87.1%	87.1%
Percent satisfied with social and physical environment	94.9%	87.0%	83.7%
Percent satisfied with school-home relations	78.4%	88.1%	73.1%

*Only students at the highest elementary school grade level at this school and their parents were included.